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FINAL REPORT ON TWO INTER-INSTITUTIONAL PROGRAMS UTILIZING AMPLIFIED TELEPHONE COMMUNICATION.

STEPHENS COLL., COLUMBIA, MO.

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STEPHENS COLLEGE USED SEVERAL NEW INSTRUCTIONAL DEVICES IN INTRODUCING TWO INTERINSTITUTIONAL COURSES. THE UNDERGRADUATE COURSE, "AMERICAN LIFE AS SEEN BY CONTEMPORARY WRITERS," SUPPLEMENTED DISCUSSION SESSIONS WITH POETRY READINGS ON AUDIO TAPES AND LECTURES VIA AMPLIFIED, LIVE TELEPHONE COMMUNICATION. THE LATTER DEVICE ALSO MADE POSSIBLE CONVERSATION BETWEEN PROMINENT LITERARY FIGURES AND STUDENTS AT ALL THE PARTICIPATING COLLEGES. STUDENTS EVALUATING THE GENERALLY VERY SUCCESSFUL COURSE EXPRESSED A DESIRE FOR MORE DEPTH AND LESS BREADTH IN INSTRUCTIONAL APPROACH. THE COURSE, "NEW APPROACHES TO THE TEACHING OF MATHEMATICS," EMPLOYED THE ELECTROWRITER, AN INSTRUMENT THAT TRANSMITS WRITTEN IMAGES OVER TELEPHONE CABLES. THE COURSE WAS SUCCESSFUL, BUT THE ELECTROWRITER PRESENTED OCCASIONAL TECHNICAL PROBLEMS. SOME STUDENTS EXPRESSED A DESIRE FOR MORE UNITY IN THE COURSE MATERIAL. (AD)

ERIC

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OFFICE OF EDUCATION

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FINAL REPORT ON

TWO INTER-INSTITUTIONAL PROGRAMS

UTILIZING AMPLIFIED TELEPHONE COMMUNICATION

Submitted to

The Fund for the Advancement of Education

by

Stephens College

Columbia, Missouri

September 1966

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

Seymour A. Smith, President

JC 670 316

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THE PROPOSAL

In August 1964 Stephens College proposed two programs utilizing the facilities of amplified telephone and providing an inter-institutional network for college instruction. These programs were extensions of earlier experimentation with new technology and new instructional methods and were supported by a grant of $29,050.00 (from The Fund for the Advancement of Education.)

The purposes of the programs were explained under two headings: 1) program extension and 2) new technological experimentation. The program extension was planned to enlarge the pool of institutions which had had experience with the new method of instruction, to experiment with larger numbers in a single course offering and to foster institutional continuation of the amplified telephone teaching technique as a way of strengthening curriculum and faculty. The new technological experiment was to be the introduction of the Electrowriter, a data transmitting and receiving device which transmits handwriting through conventional telephone circuits.

The courses through which these purposes would be served were to be a one semester undergraduate course, "American Life as Seen by Contemporary Writers" and, a seminar for senior students of mathematics and faculty members, "New Approaches to the Teaching of Mathematics."

AMERICAN LIFE AS SEEN BY CONTEMPORARY WRITERS

The undergraduate literature course known as "American Life as Seen by Contemporary Writers" was offered during the Spring semester 1964-65. The master teacher of the course was Charles F. Madden, Head of the English Department at Stephens College and Coordinator of Amplified Telephone Projects. The colleges involved in the project were Bethune-Cookman College, Daytona Beach, Florida; Bishop College, Dallas, Texas; Central Methodist College, Fayette,

Missouri; Fisk University, Nashville, Tennessee; Stephens College and Westminster College, Fulton, Missouri. The five participating colleges---excluding Stephens College---were using amplified telephone procedures for the first time and, with the eleven who had participated in earlier programs, raised the number of experimenting institutions to sixteen. (Of the sixteen institutions eleven were historically or predominantly Negro.) A list of these colleges is appended to this report (Appendix I).

The course was scheduled for forty-nine class meetings at 2:00 p.m. CST on Monday, Wednesday and Friday. During the course, students in the six participating institutions carried on conversations with sixteen outstanding contemporary writers, heard ten lectures by Professor Madden, had nineteen campus sessions with their local teacher, heard one taped reading by a young poet, took two essay type examinations and participated in a final evaluation session. A complete syllabus containing a schedule for the course, a plan for the structured discussions, reading materials and biographical and bibliographical data on each of the speakers is included as Appendix II in this report.

Several innovations were part of the course planning and should be noted. The course began with a conversation involving Leslie A. Fiedler, one of the most controversial of contemporary critics. Students read Mr. Fiedler's introduction to his now almost classic statement No! In Thunder. The piece opens with this sentence: "That the practice of any art at any time is essentially a moral activity I have always believed..." Professor Fiedler's observation became, in a sense, the base for a consideration of the major works of the course and whether the author was Joseph Heller discussing Catch-22 or Archibald MacLeish discussing J. B. the students were interested in the moral stance of the writer.

In this course too the poets were given an unusual prominence and the class was fortunate to have, among others, Robert Hayden, the teacher at Fisk University and an able poet, discuss his own work with them. Mr. Hayden was one of three Negro writers who talked with the class. The three writers represented varying points of view about the Negro writer in American society and their differences made an important contribution to the total work of the course.

Technically, the use of audio tape, alluded to earlier in this report, constituted an advance. W. D. Snodgrass, the poet, taped a reading of his poems and, in order to move directly to questions during our telephone conversation, the tape was played over the telephone hook-up during the class session just before the session with Mr. Snodgrass. The quality of the reception was good and many students commented favorably on this procedure.

The major technical advance, however, was the use of a piece of equipment developed for us by the General Telephone Company and currently known only as "the black box." This device allowed the bridging of our conference call right in the classroom. A number of telephone lines were connected directly with the equipment and the technical assistant (or the teacher) could dial directly (DDD) to the distant locations or could use the operators in the local telephone office. (To avoid tying up the direct distance dialing lines we usually had the calls placed through the operator.) Since each college had a direct line from the classroom, the noise level on all lines was minimal. The quality of reception was much higher than when the calls were "conferenced" in St. Louis or another central office.

"The black box" contained switches which permitted a number of combinations. The usual position was to have all schools except Stephens in a <u>listen</u> position. Stephens and the guest lecturer were then placed in <u>talk</u> position and

could carry on a two-way conversation overheard by all the other schools. If the program were such that we were seeking questions from a particular school, we could throw that switch into talk position and a three-way exchange was possible. This was the limit of capability, however. This arrangement permitted a controlled discussion and placed the control of the network in the classroom under the direction of the teacher.

A refinement which would increase the usefulness of the device would be a response system which would show a light if a school wished to question the speaker or if some technical difficulty had occurred. The current procedure calls for a polling of participating institutions before such information is known.

EVALUATION OF COURSE CONTENT

The evaluation of course content and student response was scheduled for the final day of the course and was taped for later review. To provide the classroom instructors with a framework of the session, Mr. Madden sent the following list of questions to them a week or so ahead of the evaluation.

1. What single session did you find most interesting and why?

2. What session did you find least interesting and why?

3. How would you compare this course in literature with others you have had? What are its strengths? What are its weaknesses?

4. If you were in a position to make the decision would you want to have a course like this--using amplified telephone--as a regular part of the curriculum?

5. What authors would you like to hear in such a class?

6. What aspects of American life do you think are of greatest interest to contemporary writers?

7. What attitudes of the writers have been most interesting? surprising? illuminating? frightening?

The responses to questions one and two varied greatly. The only conclusion

that might be drawn is that each guest lecturer appealed to some students. A rather large number chose Archibald MacLeish as the most effective, a fact that may show a tendency to choose from the most recent participants, the better known participants, or the most personable. These final remarks should in no way detract from Mr. MacLeish's presentation which was, certainly, one of the highlights.

In answer to questions three and four the students were enthusiastic in their approval of the course. The comments ranged from "This course ranks with the very best literature courses I have ever had" to "I think this course rates far above the average literature course." The students were equally enthusiastic about a continuation of the course as a regular part of the curriculum. In answering this question a number of students made suggestions regarding the organization of a tele-lecture class. These suggestions indicated that the course erred in the direction of trying too much in too short a time. Most students prefer <u>intensive</u> study of a few works to the <u>extensive</u> coverage of this course.

The list of authors whom students wanted to hear was particularly interesting because it contained so many who had been a part of the first experimental course in 1964. Names that appeared frequently were: Saul Bellow, James Baldwin, Norman Mailer, Ayn Rand, J. D. Salinger, Carl Sandburg, and Tennessee Williams. Some students suggested continental writers even realizing the handicaps of language and transmission.

The comments on the final two questions are difficult to summarize. Students recognized the tremendous concern of the writers for immediate social issues (i.e. the racial situation) but were struck also by the breadth of vision apparent in the works and conversations of the writers. Frequently students complimented the broad-mindedness of the writers, their willingness to discuss fundamental issues or their involvement with basic, philosophical or religious concepts.

The conclusion, generally, was that the course was highly successful. Further indication of this has come in the development of an inter-institutional self-supported cooperative tele-lecture series centered at Stephens. This two year program involving six colleges will begin with a course called Contemporary Literature and patterned after the course just described.

The telephone toll charges for this course are indicated in a table included as Item III of the appendix.

NEW APPROACHES TO THE TEACHING OF MATHEMATICS

The second course offered under the terms of the grant from The Fund for the Advancement of Education was an evening seminar which eventually was called "Contemporary Mathematics" but which had the official title, "New Approaches to the Teaching of Mathematics." The course was offered for ninety minutes (90) each Wednesday evening throughout the first semester of 1965-66.

This course was introduced into the tele-lecture series for two reasons: 1) there is a definite shortage of qualified teachers who can adequately treat the many and varied facets of contemporary mathematics, and, 2) a new electronic device for transmitting handwriting by telephone wires (Electrowriter) had been made available and suitable (through the addition of a modified overhead projector) for educational use. It was now possible not only to receive handwriting from distant points but to project it as it was being received. Stephens had used point to point sending and receiving, as had several other institutions, but there had not been extensive experimentation with networks of receiving stations. The Northwest Iowa experiment in teaching the "new" math to high school students was the only venture comparable to our plan and it was using leased lines for both voice and data transmission.

Ten institutions were involved in the program and offered the course for

three hours of college credit. The participating schools were all institutions which had had some previous experience with tele-lecture courses. The participants were: 1) Bishop College, Dallas, Texas; 2) Central Methodist College, Fayette, Missouri; 3) Fisk University, Nashville, Tennessee; 4) Grambling College, Grambling, Louisiana; 5) Kansas Wesleyan University, Salina, Kansas; 6) Langston University, Langston, Oklahoma; 7) Morehouse College, Atlanta, Georgia; 8) Southern University, Baton Rouge, Louisiana; 9) Tougaloo College, Tougaloo, Mississippi and 10) Stephens College. (For the organizational structure see Item IV in the appendix.)

No accurate tabulation was made of the number of students involved in the course since there were a number of schools which had no students registered for credit but regularly had from 5-15 students in attendance. Our estimate is that approximately 100 students received credit for the course while another 30 to 50 heard the lectures and worked through the text materials without receiving college credit. In each session there were visitors present who were attending out of curiosity or because the lecturer was touching on a subject of particular interest to them. These visitors included school supervisors interested in the procedures and equipment, high school mathematics teachers, college faculty members from disciplines unrelated to mathematics, and students from all levels of work, undergraduate and graduate.

The course was organized and taught by Dr. Howard F. Fehr, distinguished professor of mathematics at Teacher's College, Columbia University. A biographical sketch of Dr. Fehr is included in the complete syllabus for this course (Item V in the appendix to this report.) There were fifteen sessions in the course and Dr. Fehr conducted eight of them himself. His sessions not only provided a sustained theme and a continuity to the course but they were a model of effective teaching. Dr. Fehr made an immediate adjustment to the technology of

of these sessions and used the Electrowriter with ease and with liveliness of wit and imagination. The Electrowriter has a small writing area and some briefing is usually necessary before a sustained use is accomplished. Early in the course we observed some "chattering" when the writing stylus was not in use. This created erratic lines on the receiving units. The service department of Electrowriter made adjustments to the unit and this problem was quickly ended.

Dr. Fehr surmounted an unexpected difficulty when, in the middle of the course, he underwent surgery which made it impossible for him to write. He brought in a graduate assistant who literally became his "right hand man" and who wrote on the Electrowriter as Dr. Fehr lectured.

In addition to Dr. Fehr's presence, further strength of the course was the group of experts assembled to provide lectures on their particular specialties. The roster of these mathematicians is a Who's Who of American mathematicians: Dr. Frederick Mosteller (Harvard); Dr. Marshall Stone (University of Chicago); Dr. Alfred Tucker (Princeton); Dr. George Thomas (MIT); Dr. Howard Levi (Hunter); Dr. Henry Pollack (Bell Telephone Laboratories) and Dr. Nathan J. Fine (Pennsylvania State), author of the text used in the course, Introduction to Modern Mathematics (Rand McNally). All but one of the guest lecturers joined Dr. Fehr in his office at Columbia University to make their presentations. Dr. Marshall Stone spoke from the offices of the Electrowriter corporation in Chicago---an arrangement greatly expedited by Mr. Al Kaiser, Assistant Sales Manager of Electrowriter. Each of these lecturers was offered an honorarium of $100 and expenses for his participation.

At the end of the course Dr. Fehr summarized his and his guests' reactions to the course---the method and the technology---as follows:

> All of the guest lecturers expressed satisfaction with the evening performance that they gave. They entered into the spirit of the experiment, they

> prepared their lecture with exceedingly good care, and they adapted their usual style of presentation to one in which the audience is not seen. At no time was there any disconcertedness on the part of the lecturer. Several of them expressed the comment that the freedom from concern about how they were dressed or appeared in front of an audience allowed them to give their full concentration to the presentation of their lecture. This is a distinct advantage to telephone teaching.

The structural organization just described indicates that there were normally eleven stations tied together in the telephone network and that on one occasion twelve sites were used. Sending and receiving sets of the Electrowriter were installed in Dr. Fehr's New York office and at Stephens College. Stephens also had a VERB (Victor Electrowriter Remote Blackboard), the specially designed overhead projector. This device, installed along with an Electrowriter receiver, in each of the participating colleges made it possible for the entire class to view immediately the items being received from the distant transmitter. Students were thus able to follow without any apparent time lapse the diagrams and equations used by Dr. Fehr and his guests.

The initial plan as presented in the proposal was that the electronic equipment was to be leased from the manufacturer and leasing costs would be borne by the participating schools. A change in the policy of the manufacturer brought us, mid-way in our planning, to the necessity of purchasing enough equipment to carry out our commitments. Dr. Alfred Novak, Chairman of the Division of Science and Mathematics, and responsible, academically, for the course, submitted a proposal for support to the National Science Foundation. In September 1965 notice of a $10,400 grant was received. This grant was contingent upon matching funds from Stephens College and, in order that the project might proceed, President Smith and other administrators of the College committed the institution to this condition. As one way of helping with this expense, each of the

participating colleges was asked to pay a leasing fee of $250 to Stephens College for the use of the Electrowriter equipment during the one semester course.

A second unexpected obstacle was introduced when the long lines division of AT and T announced that they could not conference the data transmission on their regular commercial lines. They recommended a private line system. This system, they argued, would provide high quality transmission and would not violate their tariff agreements with FCC. For a number of weeks we tried to circumvent this argument but to no avail and in order to proceed we arranged for the private line. The arrangement, which gave us private line service for twenty-four hours when we planned only two hours of use, was 1) more expensive than our budget allowed and 2) promised to withhold an important element from the experiment, namely whether the Electrowriter and our procedures might make possible the expansion of educational opportunities for small and impecunious colleges no matter where they were.

We decided that on at least two occasions during the course we would, without authorization, ask for a conference of the data transmission in order to compare both the quality of transmission and the cost. This decision made it necessary to install data phones in each of the classrooms for a one month period. This brought added expense since we did not have the private line removed during this period and were thus paying for two services. We conducted this sub-experiment on the evenings of November 10 and 17. Our conclusions were that the transmission was equal to that we received on the private line---on one evening it was better than we had received to that point; that a good connection could be established without more than three calls to any one station; and that the cost was just a little more than one-third (1/3) the cost of the private line. It is our hope that individuals and institutions involved in this

experiment will bring pressure on both the telephone companies and the Federal Agencies to remedy the difficulties which we encountered.

EVALUATION OF THE COURSE

Each of the classroom instructors involved in the course was asked to complete an evaluation form at the end of the semester. (A copy of this form is included as Item VI in the appendix to the report.) All but one instructor returned this form to the coordinator. There was general agreement---but one vigorous dissenter---that the course was "stimulating and worthwhile for the students." Several faculty members commented that in addition to content which was "genuinely appropriate" the course had served as a "good motivating device." There was almost unanimous agreement that while Dr. Fehr was "a consistently lucid lecturer," the course had attempted too much. One teacher wrote, "I personally felt the content of the course was too diverse and lacked continuity. The lecturers were trying to cover their entire fields in ninety minutes, which left most of our listeners in a quandry."

The one dissenter, apologizing for ending on a sour note, wrote that he had found the series far below the level of his expectations and suggested that the students had learned little "except, perhaps, how bad a mathematics lecture can be."

Dr. Fehr elected not to conduct uniform examinations in the course since the students represented so many different academic levels. However, each instructor gave at least a final examination in the course and several reported that they held additional sessions of the course each week to review the material and to evaluate student progress.

Technically the course had many problems. There was scarcely a session where the first few minutes were not disrupted by poor audio connections and/or a failure of some kind in the data transmission. Ordinarily we were able to clarify

the situation and correct the problems with sufficient dispatch to make the session a profitable one for all those involved. The technical proficiency of Mr. Eldon Blust of Stephens College was largely responsible for this success. We also developed an appreciation for the field representatives and servicemen of the Electrowriter corporation and for the involvement of Al Kaiser in our project. Our recommendation, growing from the technical considerations, would be that ten stations is too many for a regularly trouble-free program and that future developments might aim toward five or six stations as a workable network.

The Electrowriter was proved as an effective tool for educational purposes though the persons involved have suggested a number of improvements. The writing area of the device is extremely limited when one is working with complex diagrams or formulae. Also, a teacher frequently likes to make reference to material he has just presented though he has moved on to the next step. We would urge the development of a dual screen which would preserve one image while the next is being presented, or a reverse button which would allow the recall of such material. A third improvement would be some method of response from the receiving station which would indicate a desire to question the lecturer. Some of those involved have tried to visualize these materials as part of library resources or self-learning programs and have suggested the development of taping techniques which would allow the recording of Electrowriter impulses on 3/4 inch tape along with the audio portions of the session. Such a recording would challenge video tape for some kinds of educational programming.

APPENDIX I

An alphabetical list of the
16 institutions involved in telelecture programs

Bethune-Cookman College, Daytona Beach, Florida

Bishop College, Dallas, Texas

Central Methodist College, Fayette, Missouri

Drury College, Springfield, Missouri

Fisk University, Nashville, Tennessee

Grambling College, Grambling, Louisiana

Jackson State College, Jackson, Mississippi

Kansas Wesleyan University, Salina, Kansas

Langston University, Langston, Oklahoma

LeMoyne College, Memphis, Tennessee

Morehouse College, Atlanta, Georgia

Southern University, Baton Rouge, Louisiana

Stephens College, Columbia, Missouri

Tougaloo Southern Christian College, Tougaloo, Mississippi

Westminster College, Fulton, Missouri

Wilberforce University, Wilberforce, Ohio

APPENDIX II

Syllabus for American Life as Seen by Contemporary Writers

(The complete Syllabus is included with the Library copies of this report.)

APPENDIX III

AMERICAN LIFE AS SEEN BY CONTEMPORARY WRITERS

COST CHART

Date	Speaker	Subject	Stations	Time	Cost
2/5/65	C. F. Madden	Introductory lecture	5	47 min.	$86.25
2/8/65	Leslie A. Fiedler	Love and Death in the American Novel, No! in Thunder and An End to Innocence	6	39 min.	102.50
2/12/65	C. F. Madden	Robert Penn Warren	5	49 min.	82.50
2/15/65	Robert Penn Warren	All the King's Men	6	30 min.	88.25
2/19/65	C. F. Madden	Wright Morris	5	53 min.	96.50
2/22/65	Wright Morris	The Field of Vision	6	49 min.	165.50
2/26/65	C. F. Madden	Joseph Heller	5	46 min.	51.76
3/1/65	Joseph Heller	Catch-22	6	50 min.	74.33
3/5/65	C. F. Madden	James Purdy	5	45 min.	20.22
3/8/65	James Purdy	Malcolm	6	49 min.	84.65
3/12/65	C. F. Madden	John Cheever	5	45 min.	50.82
3/15/65	John Cheever	The Wapshot Chronicle	6	50 min.	79.07
3/19/65	C. F. Madden	Philip Roth	5	50 min.	58.00
3/22/65	Philip Roth	Goodbye, Columbus	6	50 min.	86.16
3/26/65	C. F. Madden	Langston Hughes	5	50 min.	49.10
3/29/65	Langston Hughes	The Best of Simple	6	50 min.	103.75
4/9/65	C. F. Madden	Gwendolyn Brooks	5	52 min.	62.17
4/12/65	Gwendolyn Brooks	Discussing her own poetry	6	49 min.	58.63
4/14/65	Richard Eberhart	Discussing his own poetry	6	46 min.	55.19
4/21/65	C. F. Madden	Tape of W. D. Snodgrass' poetry	5	42 min.	33.32
4/23/65	W. D. Snodgrass	Discussing his own poetry	6	53 min.	61.40

Date	Speaker	Subject	Station	Time	Cost
4/26/65	May Swenson	Discussing her poetry and her article, "The Poet as Anti-realist"	6	53 min.	$64.30
4/28/65	Robert Hayden	Discussing his own poetry	6	52 min.	62.17
5/3/65	Howard Nemerov	Discussing his own poetry	6	50 min.	80.01
5/7/65	C. F. Madden	Archibald MacLeish	5	50 min.	20.87
5/10/65	Archibald MacLeish	J. B.	6	55 min.	25.81
5/14/65	C. F. Madden	William Inge	5	46 min.	55.01
5/17/65	William Inge	Dark at the Top of the Stairs	6	53 min.	88.70
5/26/65	C. F. Madden	Evaluation	5	35 min.	41.31

Total toll charges for the American Life series---------- $1,988.25

APPENDIX IV

CONTEMPORARY MATHEMATICS (VERB/TELE-LECTURE) COURSE ORGANIZATION CHART

Institution	Coordinator	Equipment Coordinator
Stephens College Columbia, Missouri	Mr. Charles F. Madden English Department Mr. James Nelson College teacher	Mr. Eldon Blust
Columbia University New York, New York	Dr. Howard F. Fehr Teachers College, Columbia University	New York Telephone Company
Bishop College Dallas, Texas	Mrs. Lillian Cummings Teacher of the course	Dr. Bertram Ducote
Central Methodist College Fayette, Missouri	Mr. Raymond A. (Skip) Cornett, Teacher of the course	Mr. Irving S. Jackson
Fisk University Nashville, Tennessee	Dr. Theodore A. Love Teacher of the course	Mr. William M. Woods
Grambling College Grambling, Louisiana	Mr. Jay T. Humphrey Teacher of the course	Mr. Roy Moss
Kansas Wesleyan Univ. Salina, Kansas	Mr. Kenneth Carmen Teacher of the course	Mr. Paul Stucky
Langston University Langston, Oklahoma	Mr. G. H. Hendricks Teacher of the course	Mr. A. C. Hebert
Morehouse College Atlanta, Georgia	Mr. Alan Farley Teacher of the course	Mr. W. E. Whatley
Southern University Baton Rouge, Louisiana	Mr. Vernon Williams Teacher of the course	Mr. Albert McHenry
Tougaloo College Tougaloo, Mississippi	Dr. Ralph C. Huffer Teacher of the course	Mr. William I. Townsend

APPENDIX V

Syllabus for Contemporary Mathematics

APPENDIX VI

Evaluation Sheet

January 4, 1966

TO : Teachers
Contemporary Mathematics

FROM: Charles F. Madden, Coordinator

RE : Evaluation of the Course

Please complete the attached evaluation form and return it to me as soon as possible after the final session of the course, January 26, 1966. These responses will be used in a report to the Fund for The Advancement of Education, and will furnish a base from which we will make further recommendations regarding these techniques. In answering number 11, you may want to consult with your Dean or President. I greatly appreciate your cooperation.

CFM:nw

Stephens College
Columbia, Missouri

Fall semester, 1965-66

EVALUATION FORM

Tele-lecture Course

Date _____

1. Name of the Course — Seminar in Contemporary Mathematics

2. Name of the College _____

3. Form completed by _____
(name of the individual)

4. Number of students registered in the course for credit _____

5. Number of students attending as auditors, listeners, etc. _____

6. Approximate number of other visitors in each session _____
Comments on visitors (who they were, what interest they had in the course, etc.)

7. Comment on course content:

8. Comment on lecturers and text:

9. Comment on technical aspects of the course (the functioning of the Electrowriter and the telelecture equipment):

10. Comment on involvement:
    Did you and your group feel that you were adequately involved as participants?

11. Is your college or university interested in further inter-institutional ventures using such facilities as these? Would a conference with the Stephens College coordinator be useful to you in considering such programs?

12. Other comments, criticism, suggestions:

Please send the completed form to:

Charles F. Madden, Coordinator
Amplified Telephone Project
Stephens College, Columbia, Missouri 65201